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PREVENTING SCHOOL CRIME IN THE CONTEXT OF DIGITAL TRANSFORMATION IN VIETNAM: IDENTIFYING THE ROLE OF EDUCATION AND LAW

PREVENÇÃO DA CRIMINALIDADE ESCOLAR NO
CONTEXTO DA TRANSFORMAÇÃO DIGITAL NO VIETNÃ:
IDENTIFICANDO O PAPEL DA EDUCAÇÃO E DA LEI

PREVENCIÓN DE LA CRIMINALIDAD ESCOLAR EN EL
CONTEXTO DE LA TRANSFORMACIÓN DIGITAL EN VIETNAM:
IDENTIFICACIÓN DEL PAPEL DE LA EDUCACIÓN Y DEL
DERECHO

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ABSTRACT: This study examines the role of education and law in preventing school crime amid Vietnam's digital transformation. Data were collected from a survey of 117 participants—legal experts, teachers, and high-school administrators—along with semi-structured interviews with 15 individuals, coded for anonymity. Findings show that digitalization has led to new forms of school violations, including cyber violence, personal data breaches, and deviant online behavior. However, gaps persist in school educational activities and in the current legal framework for regulating digital conduct and protecting students. The analysis indicates that legal awareness, school management capacity, and coordination between law-enforcement and educational institutions significantly affect crime-prevention efforts. The study recommends strengthening the legal framework for digital school security, improving legal education, and promoting a culture of safe technology use. These results provide theoretical and practical insights for policy development aimed at preventing juvenile crime during Vietnam's digital transformation.

KEYWORDS: School crime prevention. Digital transformation. Vietnamese Law. Adolescents. School security.

RESUMO: Este estudo examina o papel da educação e do direito na prevenção da criminalidade escolar em meio à transformação digital do Vietnã. Os dados foram coletados por meio de uma pesquisa com 117 participantes — especialistas jurídicos, professores e administradores de escolas de ensino médio — juntamente com entrevistas semiestruturadas com 15 indivíduos, codificadas para garantir o anonimato. Os resultados mostram que a digitalização levou a novas formas de infrações escolares, incluindo violência cibernética, violações de dados pessoais e comportamento online desviante. No entanto, persistem lacunas nas atividades educacionais escolares e na estrutura legal atual para regulamentar a conduta digital e proteger os alunos. A análise indica que a conscientização jurídica, a capacidade de gestão escolar e a coordenação entre as forças policiais e as instituições de ensino afetam significativamente os esforços de prevenção da criminalidade. O estudo recomenda o fortalecimento da estrutura legal para a segurança digital nas escolas, a melhoria da educação jurídica e a promoção de uma cultura de uso seguro da tecnologia. Esses resultados fornecem insights teóricos e práticos para o desenvolvimento de políticas voltadas à prevenção da criminalidade juvenil durante a transformação digital do Vietnã.

PALAVRAS-CHAVE: Prevenção da criminalidade escolar. Transformação digital. Legislação vietnamita. Adolescentes. Segurança escolar.

RESUMEN: Este estudio analiza el papel de la educación y del derecho en la prevención de la criminalidad escolar en el contexto de la transformación digital de Vietnam. Los datos se recopilieron mediante una encuesta con 117 participantes —especialistas jurídicos, docentes y administradores de escuelas de educación secundaria—, junto con entrevistas semiestructuradas realizadas a 15 individuos, codificadas para garantizar el anonimato. Los resultados muestran que la digitalización ha generado nuevas formas de infracciones escolares, incluyendo violencia cibernética, violaciones de datos personales y comportamientos desviados en línea. No obstante, persisten brechas tanto en las actividades educativas escolares como en el marco legal vigente para regular la conducta digital y proteger al estudiantado. El análisis indica que la concienciación jurídica, la capacidad de gestión escolar y la coordinación entre las fuerzas policiales y las instituciones educativas influyen de manera significativa en los esfuerzos de prevención de la criminalidad. El estudio recomienda reforzar el marco legal para la seguridad digital en las escuelas, mejorar la educación jurídica y promover una cultura de uso seguro de la tecnología. Estos resultados aportan perspectivas teóricas y prácticas para el desarrollo de políticas orientadas a la prevención de la criminalidad juvenil durante la transformación digital de Vietnam.

PALABRAS CLAVE: Prevención de la criminalidad escolar. Transformación digital. Legislación vietnamita. Adolescentes. Seguridad escolar.

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INTRODUCTION

In the context of Vietnamese society changing strongly under the impact of the Fourth Industrial Revolution, digital transformation has become an inevitable trend, deeply affecting all areas of life, especially education and social management. The school environment, which is considered a space to nurture knowledge and shape the personality of the young generation, is facing new challenges from the digitalization process itself.

The popularization of the Internet, social networks and online learning platforms has opened up opportunities for rapid access to knowledge, but at the same time, it has also created conditions for the increase of deviant behaviors and school crimes in new forms. Phenomena such as school violence in cyberspace, invasion of privacy, spread of false information and abuse of technology in interactions between students and between students and teachers are posing urgent demands for an appropriate legal and educational mechanism to prevent, control and guide behavior.

The Vietnamese Government issued Decree No. 80/2017/ND-CP dated July 17, 2017, regulating a safe, healthy, friendly educational environment and preventing school violence. This Decree clearly demonstrates the State's viewpoint in building a comprehensive educational environment, in which legal factors are considered the foundation to protect students from abusive behaviors and create conditions for harmonious personality development (Socialist Republic of Vietnam, 2017).

Along with that, Circular No. 06/2019/TT-BGDDT dated April 12, 2019 of the Ministry of Education and Training has stipulated the rules of conduct in preschool, general and continuing education institutions, emphasizing the role of moral education, life skills and legal awareness in shaping correct behavior for students. These two documents are not only the legal basis but also the policy orientation for integrating legal education and life skills in the school environment, aiming at the goal of building a culture of rule of law in schools in the digital transformation period.

However, in practice, although legal regulations have been issued relatively fully, their implementation in the digital environment is still limited. Educational institutions have not really had synchronous measures to prevent, detect and handle violations in cyberspace. Many cases of school violence occurring in the online environment such as posting images that insult honor, spreading fake news or creating social networking groups to attack classmates have seriously affected the psychology of students and the reputation of the school. On the other hand, the legal awareness of students, teachers and parents about their rights, obligations and responsibilities when participating in the digital environment is still limited.

This shows that the relationship between education and law in preventing school crime has not been effectively operated, especially in the context of technology changing the traditional social interaction structure

In that context, this study aims to clearly identify the role of education and law in preventing school crime in Vietnam, especially under the impact of digital transformation. By analyzing the current legal framework and evaluating the implementation practices at educational institutions, the study aims to clarify the interrelationship between legal education, school culture and digital technology management in shaping students' law-abiding behavior. The study also aims to propose solutions to strengthen coordination between legislative bodies, the education sector and social organizations to build a safe, transparent and effective crime-prevention school environment.

Based on the theoretical and practical foundations mentioned above, the research is guided by the following four key questions: In the context of digital transformation, how are new forms of school crimes emerging and how do they impact the educational environment in Vietnam? How effective is the current legal framework in preventing school crimes and regulating behavior in the digital space? What role does legal education and digital ethics in schools play in shaping students' legal awareness and law-abiding behavior? In what direction should the legal and educational mechanisms be improved and innovated to adapt to the risks of school crimes in the digital era?

Based on answering these research questions, the article aims to generally determine the role of combining law and education in preventing school crimes, clarifying the impact mechanism of the legal system on students' behavior, as well as the role of education in building a legal culture in schools. At the same time, the study will propose specific recommendations on improving policies, enhancing legal management capacity in the educational environment and strengthening multi-sectoral cooperation towards a safe, humane and adaptable school environment in the digital transformation era.

With a combined approach of legal analysis and sociological investigation, this study not only contributes to strengthening the theoretical basis for school crime prevention but also has practical value in policy making and improving the Vietnamese legal system in this field.

LITERATURE REVIEW

Overview of foreign research related to the topic

First, the study by Abad-Segura et al. (2020) points out that digital transformation in global education is not only a technical process but also a sustainable management challenge, requiring the integration of social, ethical and legal factors in the school operating model. Complementing this perspective, Carter et al. (2020) analyze the role of self-management of learning in online learning environments and point out that lack of self-regulation skills can make students vulnerable to deviant behavior or negative influences from uncontrolled information sources.

In the same line of research, Harris et al. (2020) focus on the aspect of equitable access to education in remote learning conditions. The authors argue that if digital learning environments are not properly managed, they can increase isolation and lack of connection between students and teachers, thereby creating conditions for psychological violence or cyberbullying to develop. Huang (2021) further extends this approach by using path analysis to assess the impact of big data technology in higher education management. Jia and Zhang (2021) in their study of AI-based psychology and education teaching models have shown that integrating technology into the learning process can promote self-regulation and responsibility of learners if there is a clear legal orientation.

From the perspective of applying the Internet of Things in education, Kiryakova et al. (2017) question whether it is possible to build smart schools based on IoT technology. The authors assert that the Internet of Things opens up opportunities to enhance student management and ensure school safety through smart surveillance. Laufs and Borrión (2021) approach the issue from the field of criminal science when studying technological innovation in crime prevention and investigation in London.

A more global approach is shown in the study by Wall et al. (2024) when the authors assess organizational digital capacity in the education sector across countries. The results show that countries with digital capacity development strategies linked to a strong legal framework are often more effective in managing risks and controlling deviant behavior in the school environment.

The above works show that international research has formed three main trends. First, digital transformation in education is changing the structure of student behavior and social relationships in schools, leading to the risk of new school crimes. Second, law and education are considered two fundamental factors that help guide, regulate and prevent violations in the digital school space. Third, countries that are successful in digital education governance all focus on combining technology with the legal framework and school ethics culture.

Overview of domestic research related to the topic

First of all, Vu Canh Linh Dang (2025) in the article *Some viewpoints and solutions to improve the quality of juvenile crime prevention in Vietnam today* emphasized that crime prevention must be associated with moral education, life skills and legal awareness for adolescents. Dang (2022) approaches the issue from a criminological perspective when researching *Juvenile Crime and Limitation Solutions*. The author affirms that the handling of juvenile crime must combine punishment and education, focusing on early prevention through propaganda, legal education and school psychological support.

From a policy perspective, the Government issued Decree No. 80/2017/ND-CP dated July 17, 2017 on a safe, healthy, friendly educational environment, preventing school violence (Socialist Republic of Vietnam, 2017). The Decree clearly defines the responsibilities of schools, families and law enforcement agencies in preventing, detecting and handling school violence. Along with that, Circular No. 06/2019/TT-BGDDT of the Ministry of Education and Training has established codes of conduct in educational institutions, emphasizing the role of ethical standards, respect and equality in school relationships.

In addition, Decision No. 619/QĐ-BGDDT in 2022 on the Plan to implement the Vietnam Youth Development Strategy in the education sector for the period 2021-2030 has affirmed the task of developing digital skills, digital citizenship capacity and legal awareness for students. A report by the Ministry of Justice (2017) has shown that the group of minors with a tendency to violate is increasing in number and complexity, especially in the online environment. The report recommends the need to improve the legal mechanism on preventing and handling deviant behavior of adolescents in the context of a digital society.

In the field of legal education and digital transformation, many recent works have contributed to providing an academic context for research. Sang and Quang (2023) analyzed the change in the method of teaching law in the digital environment. The study affirmed that technology is creating new opportunities to expand legal education, but also requires clear control and guidance mechanisms to ensure standards. Nguyen and Hong (2025), when analyzing the digital transformation policy of education in Vietnam, proposed a three-tier model in digital transformation management, including technical infrastructure, legal framework and digital capacity of learners. The article by Nguyen et al. (2024) on the digital transformation policy knowledge network also affirmed that the legal factor is a prerequisite to ensure that digital transformation in education takes place safely and sustainably. In addition, Pham Minh Tuyen (2021) with an article on *Preventing Crimes by Under-18s Through Court Trials* pointed out the role of the court in legal education and behavioral guidance for adolescents. Vo Khanh Vinh and Vo Khanh Linh (2025) mentioned the development trends of criminology in the new era, emphasizing the role of technology and big data in forecasting, analyzing and preventing

crime. Along with that, Van (2023) clearly stated the responsibility of educational institutions in preventing violations of the law for students through strengthening moral and legal education, and coordinating with authorities in controlling deviant behavior.

Thus, domestic works have reflected the shift from traditional crime prevention thinking to proactive prevention associated with digital transformation. However, there have not been many studies that comprehensively analyze the relationship between legal education, digital technology and school crime prevention in the current context. This gap creates scientific and practical significance for the topic, and at the same time affirms the necessity of clearly defining the combined role of education and law in building a safe and sustainable school environment in Vietnam.

Research gap

An overview of domestic and foreign research shows that the topic of school crime prevention has been approached from many perspectives, such as criminology, pedagogy, educational technology and legal policy. However, most of the current studies still stop at the level of describing the current situation, analyzing the traditional causes of deviant behavior in schools or focusing on measures to educate students' ethics and psychology without comprehensively considering the impact of the digital transformation process on school crime. Meanwhile, digital transformation is profoundly changing the learning environment, social relationships and communication methods of students, thereby forming new forms of violations that traditional research frameworks have not yet identified.

International studies have pointed out the link between technology and deviant behavior in the school space, but these studies mainly focus on the context of developed education, where digital infrastructure and legal awareness are relatively complete. These studies provide a theoretical basis for the need for legal education in the digital environment, but have not explained the characteristics of developing countries like Vietnam, where the digital transformation process in education is taking place quickly but lacks synchronization between the legal framework, governance capacity and rule of law culture. In addition, international studies often focus on technology risk management or self-management learning capacity without delving into the criminological aspect, especially the relationship between the legal system and education in controlling student behavior.

In Vietnam, most of the works have clarified the social and psychological causes leading to juvenile crime, and proposed many educational and legal solutions to limit violations. However, these works mainly focus on criminal behavior in real space, while cybercrime at school, such as online bullying, invasion of privacy, data extortion or spreading harmful information, has not been systematically surveyed and analyzed. On the other hand, domestic studies

often approach education and law separately, lacking interdisciplinary analysis to indicate the interaction mechanism between these two areas in the context of digital transformation.

Another significant gap is the lack of medium and large-scale empirical studies on students' level of understanding, attitudes and law-abiding behavior in the digital environment. Currently, no research has conducted a combined quantitative and qualitative investigation to determine the effectiveness of digital legal education measures in general schools. This makes the assessment of the effectiveness of policies such as Decree No. 80/2017/ND-CP or Circular No. 06/2019/TT-BGDDT still mainly based on administrative reports without a scientific basis.

From the above gaps, this topic aims to build a comprehensive analytical framework to determine the coordination role between education and law in preventing school crimes under the impact of digital transformation. The research not only identifies new forms of violations in the digital school environment but also clarifies the impact of the legal framework and legal education program on students' awareness and behavior. The results are expected to contribute to the improvement of legal education policies and provide empirical evidence for the process of formulating policies to prevent juvenile crime in the context of digitalization in Vietnam.

RESEARCH METHODS

The study was conducted by combining quantitative and qualitative methods to assess the role of education and law in preventing school crime in the context of digital transformation in Vietnam. The quantitative part was implemented through a survey of 117 people, including legal experts, judicial officers, education managers and high school teachers in many localities. The questionnaire used a five-point Likert scale from 1 to 5 to measure the level of consensus on contents related to legal awareness, school policy implementation, effectiveness of coordination between education agencies and law enforcement agencies, as well as the impact of digital transformation on student behavior. Survey data were encoded and processed using descriptive statistics, analyzing the mean value to two decimal places to determine the cognitive and evaluative trends of the research group.

The qualitative part was conducted through semi-structured interviews with 15 people, coded from PV01 to PV15 to ensure anonymity and objectivity. The interview group included lawmakers, education officials, school psychologists and high school principals. The interview questions focused on three main topics: awareness of school crime risks in the digital environment, assessment of the current legal framework, and proposed solutions to coordinate education and law in preventing juvenile crime. The data were analyzed using thematic methods to draw out meaningful patterns and prominent trends.

This combined approach ensures objectivity, science and reliability, and provides an empirical basis to propose school crime prevention policies suitable for the current digital transformation context in Vietnam.

RESULTS AND DISCUSSION

The study was conducted with 117 participants, including 30 lawmakers and judicial officers, 72 administrators and high school teachers, and 15 specialists in charge of legal affairs and school security. Data were collected through a 5-point Likert scale questionnaire (1–5) and 15 semi-structured interviews (PV01–PV15). The results were synthesized and analyzed according to four main content groups, reflecting the relationship between education, law and school crime prevention in the context of digital transformation in Vietnam (Table 1).

Table 1

Perceptions of school crime characteristics in the context of digital transformation

Survey Content	Group 1	Mean (%)	Group 2	Mean (%)	Group 3	Mean (%)	Mean
School crime increases due to the influence of cyberspace	4.23	84,60	4.15	83,00	4,40	88,00	4.21
Students are easily influenced by online violence	4,35	87,00	4.22	84,40	4,47	89,40	4.31
Social media is an environment that can easily generate deviant behavior	4,30	86,00	4,25	85,00	4,50	90,00	4,32
Students lack digital skills and online legal awareness	4.18	83,60	4.05	81,00	4,33	86,60	4.14
Schools do not have strong enough measures to manage online behavior	4.02	80,40	3,95	79,00	4.20	84,00	4.01

Note. Elaborated by authors (2025).

The survey results in Table 1 show that the general awareness of the risk of school crime in the digital space among the groups is high (General Mean 4.20). The group of legal and school security experts has the highest awareness (Mean 4.38), reflecting actual exposure to violation situations. PV03 commented: “Cyberspace expands faster than management

capacity, making deviant school behavior more complex and difficult to control". PV11 added that the lack of legal guidance and digital skills makes students vulnerable to negative trends.

Table 2

Level of understanding and compliance with the law among students in schools

Survey Content	Group 1	Mean (%)	Group 2	Mean (%)	Group 3	Mean (%)	Mean
Students have basic understanding of school rules of conduct	3,92	78,40	4.05	81,00	4.10	82,00	4.03
Students understand legal regulations on cyber security	3,55	71,00	3,70	74,00	3,90	78,00	3,68
Legal education is regularly implemented in schools	3,80	76,00	3,95	79,00	4,00	80,00	3,91
Students are aware of compliance when using the Internet	3,62	72,40	3,80	76,00	3,85	77,00	3,75
The school has a clear mechanism for monitoring and handling violations	3,78	75,60	3,92	78,40	4.05	81,00	3,90
Coordination between teachers, parents and authorities is maintained	3,60	72,00	3,72	74,40	3,85	77,00	3,70

Note. Elaborated by authors (2025).

The survey results in Table 2 show that students' level of understanding and compliance with the law is quite good (General Mean 3.83). The group of teachers and administrators rated higher than the group of law makers (Mean 3.86 compared to 3.71), reflecting a deeper practical understanding of student behavior. PV05 shared: "Students have basic legal knowledge but are weak in handling online situations". PV12 commented that legal education activities are still formalistic and lack connection with technological practice, which limits the conversion of knowledge into behavior.

Table 3*Effective coordination between education, family and law enforcement agencies*

Survey Content	Group 1	Mean (%)	Group 2	Mean (%)	Group 3	Mean (%)	Mean
Coordination between schools and law enforcement agencies in preventing school crime	3,85	77,00	3,92	78,40	4.12	82,40	3,95
Families play an active role in monitoring student behavior	3,90	78,00	3,85	77,00	4,00	80,00	3,88
Police agencies support legal propaganda at schools	3,75	75,00	3,82	76,40	4.05	81,00	3,85
School psychological counseling activities are effectively implemented	3,60	72,00	3,70	74,00	3,80	76,00	3,68
There is a mechanism for sharing information between parties when detecting deviant behavior	3,82	76,40	3,78	75,60	3,95	79,00	3,83
The law clearly stipulates the responsibilities of parties in preventing school crime	3,65	73,00	3,70	74,00	3,80	76,00	3,71

Note. Elaborated by authors (2025).

The level of coordination between subjects is at a fairly average level (General mean 3.82). The group of legal and school security experts has the highest average score (3.95), reflecting their direct role in managing student behavior. PV09 commented: “The coordination between schools and police agencies is still lacking in systematization, mainly in the form of periodic propaganda”. PV14 proposed the need to build a data network connecting the Ministry of Education and the Ministry of Public Security to manage and promptly handle school violations in the digital space.

Table 4*Solutions to improve school crime prevention capacity through education and digital technology*

Survey Content	Group 1	Mean (%)	Group 2	Mean (%)	Group 3	Mean (%)	Mean
Strengthening legal education for students through online forms	4.20	84,00	4,25	85,00	4,40	88,00	4,27
Applying digital technology to monitor student behavior	4.05	81,00	4.15	83,00	4,30	86,00	4.17
Building a shared database on school violations	3,90	78,00	4,00	80,00	4,25	85,00	4.05
Training digital skills for teachers and administrators	4.10	82,00	4.18	83,60	4,30	86,00	4.19
Improving the legal framework on school security in cyberspace	4,32	86,40	4.20	84,00	4,40	88,00	4,30
Enhancing coordination between management agencies in school law enforcement	4.18	83,60	4.22	84,40	4,35	87,00	4.23

Note. Elaborated by authors (2025).

The solutions were rated at a very high level (Mean 4.20 overall), showing consensus on the need to strengthen the legal framework and apply technology. The group of legal and school security experts had the highest level of consensus (Mean 4.33). PV02 said: “There should be separate legal regulations on digital school security to clearly orient the responsibilities of the parties”. PV07 added: “Teachers must be equipped with digital skills to guide students to behave legally in cyberspace”.

DISCUSSION

The relationship between digital transformation, legal education and deviant school behavior

The research results show that digital transformation has been profoundly transforming the way students learn, communicate and form values in the school space. The online environment opens up opportunities for rapid access to knowledge but at the same time weakens traditional behavioral control mechanisms, making violations such as cyber violence, defamation or illegal use of images more common.

The survey data (Tables 1 and 2) confirm that most students have a relatively good awareness of codes of conduct, but their ability to apply the law in the digital environment is still limited. This is consistent with the observation of Carter et al. (2020) that the lack of self-regulation skills in online learning can easily lead to deviant behavior, especially when there is a lack of ethical and legal guidance.

In that context, legal education cannot be separated from digital skills education. Just stopping at teaching theory about citizens' rights and obligations is not enough to guide students' behavior in the virtual world. Schools need to shift from the model of "teaching law" to "experiencing law", which means helping students identify, analyze and react correctly in real-life digital situations. For example, using social networks, sharing personal information or participating in online study groups must all be placed in a specific legal context. This approach helps to form the capacity of "law-abiding digital citizens"—a core requirement of education in the digital transformation era.

Effective coordination between subjects in managing and preventing school crimes

Quantitative results (Table 3) show that the coordination between schools, families and law enforcement agencies has only reached a fairly average level (Mean 3.82). This is a major bottleneck in preventing school violations, because when the subjects operate separately and lack information sharing, handling situations will be passive and delayed. PV09's comment that "coordination is still formal, mainly through periodic propaganda sessions" accurately reflects the reality of the lack of a data connection mechanism between the education sector and the police.

To improve efficiency, it is necessary to establish a multi-agency governance model, in which data on student behavior, violations and risk warnings are stored in a shared system between management agencies. International experience, as analyzed by Wall et al. (2024), shows that countries with well-organized digital capabilities often have a strong legal foundation for data sharing, helping to detect deviant behavior early and intervene promptly. Vietnam can learn from this model through the development of a national database on digital school security, built by the Ministry of Education and Training in coordination with the Ministry of Public Security, and operated according to security and privacy regulations.

In addition, the role of families and social organizations needs to be strengthened. Parents are not only supervisors but also companions with teachers in educating their children about legal behavior. Organizations such as the Youth Union, Women's Union, and Student Union can take on the role of intermediaries, connecting legal communication

to each group of students through online forms, digital forums, or school communication campaigns.

Perfecting the legal framework and education policies in the digital age

One of the notable findings of the study is the very high level of consensus (Mean 4.30, Table 4) on the need to perfect the legal framework related to school security in cyberspace. Although Vietnam has Decree No. 80/2017/ND-CP and Circular No. 06/2019/TT-BGDDT, these documents only mention safety, ethics and behavior in physical space, not extending to digital behavior. Therefore, it is necessary to develop a separate decree on digital school security (Digital School Security Decree) to specifically stipulate the responsibilities of the parties in managing, handling online violations, and protecting student data.

Along with that, integrating online legal education into the main curriculum will be an inevitable trend. Simulation lessons, virtual reality situations or interactive games with legal content will help students absorb more effectively than traditional teaching methods. As Nguyen & Hong (2025) assert, digital education governance needs to be based on three layers: technical infrastructure, legal framework and digital capacity of learners. Therefore, policy innovation must ensure three factors at the same time: (1) ready technology infrastructure; (2) legal corridors to protect learners; and (3) educational content associated with ethics and digital citizenship.

From the perspective of school management, it is necessary to apply Big Data Analytics tools to monitor student behavior, early detection of risks of cyber violence or law violations. Applying artificial intelligence (AI) technology in analyzing student exchange content—with the condition of complying with the Law on Cyber Security and principles of personal data protection—will help improve the effectiveness of preventing and predicting deviant behavior.

Synthesizing the above analysis shows that preventing school crimes in the digital transformation era requires an integrated approach between education, law and technology. Education does not stop at knowledge but must foster a culture of compliance; law is not only a sanctioning tool but must become the foundation of digital citizenship education; Technology must be guided by human values and the rule of law. When these three elements operate in harmony, the Vietnamese education system will gradually build a safe, humane and sustainable digital learning environment, where all students can develop comprehensively in knowledge, skills and legal awareness.

CONCLUSION

The research results confirm that in the context of digital transformation, preventing school crime is not only the responsibility of the education sector or law enforcement agencies but is a systemic task that requires multi-dimensional coordination between schools, families and society. The significance of the research lies in providing empirical evidence for restructuring the relationship between education and law in the strategy of building a safe, healthy school environment that adapts to the digital space.

The results also contribute to supplementing scientific arguments for the process of perfecting the legal framework on school security and legal education in the digital age. Further research should focus on measuring the effectiveness of online legal education programs, assessing the impact of digital competence on students' legal behavior, and building a model to predict the risk of school violations based on big data, thereby contributing to the formation of a sustainable legal culture and digital ethics in Vietnamese education.

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